Lymington CE Infant School

SEND INFORMATION REPORT

Name of School:	**Lymington CE (Aided) Infant School**
Name of Headteacher:	**Julia Morris**
Date Policy approved and adopted:	**November 2026**

Introduction

At Lymington CE Infant School, we are committed to ensuring that every child feels valued, included and able to achieve their full potential. We recognise that children develop and learn in different ways and that some children may require additional support at different points during their time with us.

This SEND Information Report explains how we identify, support and monitor children with Special Educational Needs and Disabilities (SEND).

It also outlines the provision that is available within our school and how we work in partnership with families and other professionals to help every child thrive academically, socially and emotionally.

The report forms part of Hampshire County Council's Local Offer and has been written in line with the SEND Code of Practice (2015) and the Children and Families Act (2014).

It aims to provide parents and carers with clear information about:

- How we identify and assess children who may have SEND.
- What support is available within our school.
- How teaching is adapted to meet individual needs.
- The additional provision available for children who require SEND Support.
- How we involve parents and children in decision-making.
- How we monitor progress and evaluate the effectiveness of support.
- The specialist services that may work alongside the school.
- Arrangements for transition into, through and beyond our infant school.

As an infant school, we place great importance on early identification and intervention. We know that the early years of education are crucial in developing children's confidence, communication, independence and love of learning. Through high-quality teaching, inclusive practice and strong home-school partnerships, we aim to ensure that every child has the opportunity to succeed.

We believe that children with SEND should have full access to all aspects of school life, including learning in the classroom, educational visits, clubs, worship, performances and wider enrichment opportunities. Our approach is centred on understanding each child's strengths, interests and aspirations, whilst providing the support they need to flourish.

How does the school identify, assess and monitor children with SEN?

At Lymington CE Infant School we recognise that children develop at different rates and we aim to identify additional needs as early as possible.

Transition into School
Before children start school, we gather information from:

- Pre-schools, nurseries and childminders.
- Parents and carers.
- Health visitors.
- Specialist services already involved with the child.

Our Year R teachers visit pre-school settings and plan transition arrangements for individual children where necessary.

Ongoing Observation and Assessment
Teachers continuously monitor children's:

- Language and communication skills.
- Early reading and phonics development.
- Writing and fine motor skills.
- Number skills and mathematical development.
- Social interaction and friendships.
- Attention and concentration.
- Emotional wellbeing and behaviour.
- Independence and self-care skills.

In EYFS this is supported through observation of children's learning, play and interaction across indoor and outdoor provision.

Termly Progress Reviews
The SENDCo works alongside teachers to review:

- Attainment and progress data.
- Phonics assessments.
- Teacher assessments.
- Attendance.
- Wellbeing indicators.
- Participation in wider school activities.

Where concerns arise, the SENDCo and class teacher will meet with parents to discuss support through Hampshire's Assess-Plan-Do-Review cycle.

Monitoring Impact
Children receiving SEND Support have regular reviews which consider:

- Academic progress.
- Communication skills.
- Social development.
- Emotional wellbeing.
- Independence.
- Parent views.
- Pupil voice.

Provision is adjusted if expected progress is not being made.

What does Ordinarily Available Provision look like?

We believe that most children's needs can be supported through high-quality inclusive teaching and effective classroom adaptations.

At Lymington CE Infant School all children have access to:

A Calm and Predictable Environment
Children benefit from:

- Clear daily routines.
- Visual timetables.
- Consistent classroom expectations.
- Structured transitions between activities.
- Visual prompts and reminders.
- Clearly organised learning environments.

This helps children feel safe, secure and ready to learn.

Communication and Language Support
Across the school staff:

- Use clear, concise instructions.
- Break information into manageable steps.
- Check understanding regularly.
- Allow additional processing time.
- Teach and revisit vocabulary explicitly.
- Use visual prompts, photographs and symbols.
- Model language through play and discussion.

Children may also access:

- Word mats.
- Communication boards.
- Social stories.
- Now and Next boards.

Early Reading and Phonics Support
To support literacy development, staff provide:

- Daily systematic phonics teaching.
- Additional phonics practice where required.
- Pre-teaching and over-learning opportunities.
- Small-group reading sessions.
- Decodable reading books matched to phonics knowledge.
- Additional reading opportunities with adults.

Adaptive Teaching in Lessons
Teachers routinely adapt learning through:

- Visual modelling.
- Practical resources.
- Chunking learning into smaller steps.
- Flexible grouping.
- Additional adult support.
- Alternative recording methods.
- Repetition and reinforcement.
- Scaffolded tasks.

Children may demonstrate understanding through speaking, practical activities, drawing or recording using technology where appropriate.

Social, Emotional and Mental Health Support
To support emotional wellbeing, children have access to:

- Trusted adults.
- Check-in opportunities.
- Calm spaces.
- Emotional literacy activities.
- Zones of Regulation approaches.
- Nurture-informed practice.
- Positive behaviour support.
- Structured social interaction opportunities.

Staff recognise that behaviour is a form of communication and seek to understand the underlying need.

Sensory and Physical Support
Children may access:

- Sensory breaks.
- Movement opportunities.
- Fidget tools where appropriate.
- Alternative seating.
- Writing slopes.
- Adapted scissors and equipment.
- Gross and fine motor activities.
- Adjustments to lighting, noise and classroom layout.

What additional support may be available?

Where a child requires support beyond Ordinarily Available Provision, interventions may include:

Communication and Interaction

- Speech and language programmes.
- Attention and listening activities.
- Social communication support.
- Visual communication systems.

Cognition and Learning

- Precision Teaching.
- Additional phonics interventions.
- Number fluency support.
- Pre-teaching sessions.
- Structured catch-up programmes.
- Daily reading support.

SEMH

- ELSA support.
- Nurture interventions.
- Emotional regulation programmes.
- Social skills groups.

- Friendship support.

Physical and Sensory
- Occupational Therapy programmes.
- Fine motor interventions.
- Gross motor development activities.
- Sensory regulation plans.
- Specialist equipment programmes.

All interventions are monitored for effectiveness and discontinued, adapted or replaced if impact is limited.

How are parents involved?

Parents are partners in their child's education.

We involve parents through:
- Open communication with class teachers.
- Parent consultation evenings.
- SEND review meetings.
- Home-school communication systems where appropriate.
- Sharing strategies that can be used at home.
- Joint target setting.
- Referrals to specialist agencies.
- Parents are encouraged to contribute to planning, reviewing and evaluating support.

How are children involved in decisions about their education?

Although children are young, their views remain central.

We seek pupil voice through:
- Individual conversations.
- Draw-and-tell activities.
- Picture-based choice making.
- Circle times.
- Wellbeing discussions.
- Review meetings where appropriate.

Children are encouraged to identify:
- What they enjoy.
- What they find difficult.
- What helps them learn.
- Their interests and strengths.
- Their hopes and goals.

This information helps staff tailor support around the individual child.

How does the school evaluate the effectiveness of SEN provision?

The SENDCo, senior leaders and governors review SEND provision throughout the year.

We evaluate effectiveness through:

Pupil Outcomes

- Progress from starting points.
- Phonics screening outcomes.
- EYFS Profile outcomes.
- Reading, writing and mathematics attainment.
- Achievement of SEND Support Plan outcomes.

Participation

- Attendance.
- Engagement in lessons.
- Participation in trips, clubs and enrichment opportunities.
- Behaviour records where relevant.

Stakeholder Feedback

- Parent questionnaires.
- Parent review meetings.
- Pupil voice activities.
- Staff feedback.

Quality Assurance

The SENDCo regularly:

- Monitors classrooms.
- Reviews intervention records.
- Evaluates provision maps.
- Monitors progress data.
- Reviews advice from external professionals.
- Reports to governors on SEND outcomes.

Provision is adapted whenever evidence suggests a different approach may better meet a child's needs.

What specialist services are available for children with SEND?

At Lymington CE Infant School, we work closely with a range of specialist services to support children whose needs require advice or provision beyond what can ordinarily be provided through school-based support. Access to external services is considered as part of the graduated approach and is always discussed with parents and carers.
Children may receive support from one or more of the following services depending on their individual needs.

Educational Psychology Service (Ed Psych)

Educational Psychologists support schools in understanding and addressing barriers to learning, participation and wellbeing.
They may:

- Help identify a child's strengths and areas of need.
- Advise on strategies to support learning and emotional wellbeing.
- Work with school staff and families to develop effective support plans.
- Contribute to Education, Health and Care Needs Assessments (EHCNAs) where appropriate.

Educational Psychologists typically become involved when a child has significant or complex needs that require specialist assessment and advice.

Speech and Language Therapy (SaLT)
Speech and Language Therapists support children who experience difficulties with:

- Understanding spoken language.
- Using language to communicate.
- Speech sound development.
- Social communication and interaction.
- Attention and listening skills.

Therapists may assess children directly and provide programmes, targets and recommendations that can be incorporated into everyday classroom practice.

Occupational Therapy (OT)
Supporting:

- Fine motor development.
- Hand strength and coordination.
- Sensory processing needs.
- Independence and self-care skills.
- Access to classroom activities.

Physiotherapy (PT)
Supporting:

- Gross motor development.
- Mobility.
- Balance and coordination.
- Physical access to learning and school activities.

School staff work closely with therapists to implement recommended programmes and strategies.

Specialist Teacher Advisory Services
Hampshire specialist advisory teachers provide expertise for children with specific needs including:

Hearing Impairment
Support may include:

- Advice on classroom acoustics.
- Specialist equipment recommendations.
- Communication strategies.

Visual Impairment
Support may include:

- Access arrangements.
- Environmental adaptations.
- Braille or large-print advice where required.

Physical Disabilities
Support may include:

- Accessibility recommendations.
- Specialist equipment.
- Advice on safe participation and independence.

Specialist teachers work alongside school staff, families and other professionals to ensure children can access learning effectively.

Neurodiversity and Autism Support
Children with autism and other neurodevelopmental differences may be supported through advice from Hampshire specialist services and through recommendations based on best practice guidance.
Support may focus on:

- Communication and interaction.
- Emotional regulation.
- Sensory processing.
- Social understanding.
- Environmental adaptations.
- Transition planning.

The school uses inclusive approaches and adaptations to ensure neurodiverse children can participate fully in school life.

Emotional Wellbeing and Mental Health Support
Some children may require additional support with emotional wellbeing or mental health.
Advice may be sought from:

Mental Health Support Teams (where available)
Providing early intervention support for:

- Anxiety.
- Worries and fears.
- Emotional wellbeing.
- Resilience-building.

Child and Adolescent Mental Health Services (CAMHS)
Supporting children with more significant or complex mental health needs.
CAMHS works alongside families, schools and health professionals where specialist intervention is required.

School Nursing Service
School Nurses provide advice and support regarding:

- Medical conditions.
- Continence.
- Healthy lifestyles.
- Sleep concerns.
- Physical and emotional wellbeing.

They may work directly with families or provide advice to school staff.

Early Help and Family Support Services
Where a family would benefit from wider support, schools may work alongside Hampshire's Early Help services.
These services can help families access support relating to:

- Parenting.
- Attendance.
- Emotional wellbeing.
- Behaviour.
- Family circumstances affecting school attendance and learning.

Children's Social Care
In some circumstances, support may be provided through Children's Services to safeguard children's welfare and promote positive outcomes.

The school works closely with social workers and family support professionals where appropriate.

Health Services
Children may also access support from:

- Community Paediatricians.
- Specialist Nurses.
- Dietitians.
- Audiology Services.
- Ophthalmology Services.
- Hospital-based specialist teams.

These professionals may provide assessments, diagnoses, treatment plans and recommendations to support children's educational needs.

Education, Health and Care Plans (EHCPs)
For a small number of children with significant and long-term special educational needs, the school may work with parents and Hampshire County Council to request an Education, Health and Care Needs Assessment (EHCNA).
If an Education, Health and Care Plan (EHCP) is issued, it will describe:

- The child's needs.
- The outcomes being sought.
- The provision required.
- Any specialist support or resources that must be provided.

The school works closely with families and professionals to review EHCPs annually and ensure provision remains effective.

What happens when my child transitions to Year 3.

Moving from infant to junior school is an exciting milestone, but we know it can bring extra worries for children with Special Educational Needs and Disabilities (SEND) and their families.

At our school, transition planning starts early in the summer term to ensure that your child feels safe, confident, and happy about their move to Year 3.

Here is how we put our SEND Policy into action to support your child's journey.

How We Prepare Your Child

We tailor our transition support to meet your child's specific needs. Practical steps we take include:

- **Extra familiarisation visits:** In addition to standard whole-class transition days, we arrange extra small-group or 1:1 visit to the junior school during quiet times so your child can explore their new environment at their own pace.
- **Personalised social stories:** We create photo booklets for your child to take home over the summer holidays. These include pictures of their new Year 3 classroom, the playground, the dinner hall, and their new teachers and teaching assistants.
- **Meet-the-teacher sessions:** We set up dedicated time for your child to talk to their new teacher or key worker in a quiet, low-pressure setting before the school year ends.

How We Work with the Junior School
To make sure your child's support continues without a break, we work closely with the incoming school's team:

- **SENCo-to-SENCo handovers:** Our Special Educational Needs Coordinator (SENCo) meets face-to-face with the junior school SENCo to pass on all SEND files, learning plans, medical details, and successful teaching strategies.
- **Shared review meetings:** We invite the junior school SENCo to your child's final summer term review meeting so they can hear directly from you about what works best for your child.

How We Involve You
You know your child best, and your voice is vital during this move. We ensure you are involved by:

- Hosting a transition planning meeting with you in May or June to discuss any specific worries and agree on a tailored transition plan.
- Giving you clear contact points for the new junior school team so you know exactly who to speak to before the September term begins.

Date reviewed by Governors	November 2026
Review Date	November 2027
Person(s) Responsible for Implementation & Monitoring	The Governors and Head teacher have responsibility for monitoring this policy.